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ABSTRACT

The student's manual of this set consists of materials dealing with resume writing and job interview skills needed by individuals enrolled in cosmetology instructor training programs. Addressed in the individual units of the course are the following topics: resumes and employment applications, employment interviews, and preenrollment interviews. Each unit contains objectives, instructional text, and sample forms. The instructor's guide contains answers to learning activities and answers to unit tests. It also includes sample employment applications and a list of basic computer cues that should be mastered by the student. (MN)

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Resumes and Interviews: A Guide for Cosmetology

Student's Manual

By

Barbara E. Selke

Published by

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1984

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Resumes; purposes and uses; contents; cover letter; care in preparation; employment applications; equal employment opportunity.

Unit 2. Employment Interviews / 19

Purposes; interviewee; interviewer; obtaining an interview; preparing for an interview; appearance; materials; information; the interview; the process; attitudes and behaviors; follow-up; evaluating a job offer.

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Purposes; interviewer; interviewee; preparing for an interview; appearance; materials and information; environment; the interview; the process; attitudes and behaviors; follow-up.

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Foreword

This publication is one of a series of self-contained instructional materials for students enrolled in cosmetology instructor training programs. It provides information related to resumes, cover letters, employment applications, and employment and preenrollment interviews.

Although the material is designed for individual study, it should be used under an instructor's supervision. For that reason, two basic publications are offered. These are the student's manual and the instructor's guide.

The student's manual is for the use of persons in training. Each unit includes appropriate information, objectives to be met, and learning activities that help to meet those objectives.

The instructor's guide provides competencies, unit tests, and answers to learning activities in the student's manual and to unit tests. Although both publications are copyrighted, the instructor should feel free to make copies of the learning activities and tests.

Every effort has been made to produce a publication that addresses the unique needs of our current student population. Students with limited English proficiency (LEP), as well as handicapped, educationally disadvantaged, and nontraditional students may require modification of the material in this publication. The professional staff of EIMC will gladly work with any instructor to show how the instructional materials can be adapted to meet individualized needs of these students. Consult local, state, and federal agencies that offer assistance and guidelines and that can provide sound recommendations for productive classroom management.

Jack E. Robertson, Ph.D.
Director, Extension Instruction
and Materials Center

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B.S.

Competencies

Being a cosmetology instructor requires certain knowledge, abilities, skills, and attitudes. These are called competencies. This manual, along with the others in this series, will help you to develop the competencies needed to be successful in your chosen profession as a cosmetology instructor.

Basic Competencies

- Exhibit a knowledge of the purposes and uses of resumes and employment applications by explaining these purposes and uses.
- Demonstrate an understanding of the appropriate content and care in preparation of personal resumes, cover letters, employment applications, and follow-up letters by preparing an example of each.
- Demonstrate an understanding of employment and preenrollment interviews by indicating:
  —the purpose of each type of interview;
  —appropriate preparations for each;
  —common procedures in each; and
  —helpful attitudes and behaviors in each.
- Exhibit the ability to evaluate a job offer by indicating 10 factors to consider in such an evaluation.

1

Resumes and Employment Applications

Objectives: *After completing this unit, you will be able to—*

1. *explain the purposes and uses of resumes and employment applications;*
2. *name eight preemployment question areas regulated to help provide equal employment opportunities; and*
3. *prepare a resume, cover letter, and employment application appropriate for seeking a position as a cosmetology instructor.*

At several points in your career as a cosmetology instructor, you will be required to briefly summarize your background and your qualifications for prospective employers. Usually, resumes and/or employment applications are used for this purpose. Prospective employers use the information presented in these to decide if an applicant fills the requirements for a particular job. When several individuals apply for a position, their resumes and/or employment applications are often used to help determine which one would be best for the job. Sometimes these decisions are made without meeting the individuals involved.

In these short summaries, you must attract the employer's attention. You must create in them an interest in you and a desire to learn more about you. By doing so, you can gain an interview and perhaps the position you desire. The information in this unit and your instructor will assist you in preparing resumes and employment applications that will help you reach this goal.

Resumes

A resume is a short, written account of an individual's career and qualifications, usually in outline form. It is used when seeking professional employment in a position such as cosmetology instructor. In some cases, a resume is sent to a prospective employer with a cover letter requesting an interview. At other times, it is taken to the interview by the applicant.

Purposes and Uses

A resume can serve various purposes and can be used in a variety of ways, both by prospective employers and by you as a job applicant. Being aware of these can assist you in preparing a resume that will help, not hurt, you in your search for a position as a cosmetology instructor.

By the employer. A resume eliminates the need for a prospective employer to find and sort through many of the facts needed to decide an individual's suitability for an available position. It provides this information in a classified and organized manner, for easy reference. A resume helps the employers to screen applicants and determine which ones to eliminate from consideration. It also helps them to decide which ones to investigate further.

This decision is based, in part, on the specific information provided, such as education and experience. It is also based on the image of the applicant shown in the resume.

Personal qualities, such as neatness, accuracy, and organization, are reflected in an individual's resume. Ability to carry through on a task and to give appropriate attention to detail is also indicated.

Thus, employers use resumes as easy references to evaluate applicants and as screening devices to determine which ones to consider for possible employment in their organizations. A resume may also be kept in a company's files for future consideration of applicants for employment.

By you. The primary purpose of a resume is to assist you in obtaining an interview and the position that you want. A good resume serves to "advertise" you. It "sells" you, your skills, and your knowledge. It makes a prospective employer want to find out more about you.

A good resume presents information about you in a form that is well organized and easy to use. This saves the employer time. It also enables you to focus the employer's attention on your strong points and to downplay your weak points. These factors help to promote positive feelings about you from the beginning.

Compiling a resume also helps you to organize the information you will need to complete an employment application.

Contents

A resume is a brief summary of your career and your qualifications for a professional position. It is not a description of your complete background. Usually, this essential information can be presented in one page. It should not be more than two pages in length. Figures 1 and 2 provide examples of cosmetologists' resumes. Refer to these examples as you read this unit and as you prepare your own resume.

In your resume, focus attention on your strong points and on your qualifications for the position for which you are applying. Include information on the background that you have, not mentioning what you lack. For example, if you have no professional experience, do not include that section in your resume. Use other parts of your background to sell yourself.

In addition, organize the items in your resume to emphasize your strong points. The arrangement discussed in this unit is preferred and is recommended. But the sections may be rearranged to fit your needs. For example, if your education is an asset, list it first. But if your educational background is weak and your experience is strong, list your experience first.

Items within each section should be listed in reverse chronological order. This means you should list the most recent items first. This usually allows you to present your greatest achievements first.

Be concise, and use active words. For example, do not say "I was responsible for training all new employees." Say, "I trained all new employees." This will help to get the information across both quickly and effectively.

Heading. The heading of your resume should be centered at the top of the first page. "Personal Resume" should be typed on the first line. On the next line, type the month and the year in which you will first use the resume. Skip two lines and type your full name in capital letters. Do not use nicknames. Skip two lines, and type your address and home telephone number. In the address, include the number, street, apartment number (if any), city, state, and zip code. If you can receive calls about employment at work, you may list that number as well as your home telephone number. In this case, note which number is your home and which is your work number. Include area codes in all cases.

Education. The section title "EDUCATION" should be typed in capital letters beginning at the left margin of the page. Indent about 10 spaces to type the information on your educational background. Use this section as a guide for indenting each information section in your resume.

List your education in the following order, as it applies: university, community college, business or trade school, high school, and continuing education. Do not include high school information if you have attended a university. In each case, indicate the name of the school and the city and state in which it is located. Also include your area of study. If you graduated, indicate "graduated" and the year of graduation. If you did not graduate, note "attended" and the years you attended the school. For continuing education, note the courses, programs, or areas of study related to the position you are seeking. Examples include seminars you have attended that provided information on new beauty products or hairstyling techniques.

Professional certification. "PROFESSIONAL CERTIFICATION" should be typed in capital letters beginning at the left margin of the paper. Begin typing this section directly under the education section. Note each type of professional license or certificate you have earned. Also note the state and year in which it was granted.

Professional experience. Type "PROFESSIONAL EXPERIENCE" in capital letters beginning at the left margin of the paper. Type this section directly under the previous sections of the resume.

In this section, include your experiences that are related to the position for which you are applying. For example, if you are applying for a job as a cosmetology instructor, list your experiences both in cosmetology and in teaching. Include regular employment, competitions, trade shows, and other related experiences. Remember, your goal is to show the prospective employer that you are qualified for the position for which you are applying.

The information in this section should be listed in reverse chronological order. That is, your most recent experiences should be listed first. You may want to list your regular employment separately from your other experiences. In each case, list your most recent experiences first.

Note and underline the name of each organization in which you worked. Include the city and state in which each is located. Also note the years you worked there and your major responsibilities. Include information on special skills and responsibilities in a job if they are especially important in the job for which you are applying. Examples are training new employees, developing an employee training manual, and organizing client classes in hair and skin care. Also list any honors or awards that you have received.

Professional organizations. The section title "PROFESSIONAL ORGANIZATIONS" should be typed in capital letters beginning at the left margin of the paper. List the names of professional organizations of which you are a member. Type these directly under the previous sections of the resume. Also note any offices or positions that you held in those organizations and the years in which you served.

Special skills. "SPECIAL SKILLS" should be typed in capital letters beginning at the left margin of the paper, directly under the previous sections of the resume. List any of your own special skills that relate directly to the position for which you are applying. For a position as a cosmetology instructor, these may involve cosmetology and education. If you can carry on a conversation in a language other than English, note that here. (But be prepared to demonstrate this if asked to do so.) Computer-related skills should also be noted.

References. Type "REFERENCES" in capital letters beginning at the left margin of the page. List your references directly under the previous sections of the resume.

List the names of three people who have agreed to give positive references about you to prospective employers. It is essential that you have their permission to use their names and that you are sure their comments will help you in your job search. In each case, note the person's name, title, company, city, state, and telephone number, including area code.

Only people with direct knowledge of your job-related skills and interests should be listed. Your Aunt Gertrude and Mr. Carlson, your next-door neighbor, usually do not have this information. References may include former employers and supervisors. Your present or last employer can be especially valuable as a reference. Teachers who know you well may also be included, especially those in job-related courses and training programs. Guidance counselors and business or civic leaders may also be listed if they are familiar with you and what you have to offer.

References can be a great asset to you in getting the position you want. But they can also do more harm than good. Thus, choose them with much thought and care.

Other information. In most cases, your resume should include only the information and items previously listed. But you may include other factors that are directly related to your work experience, your accomplishments, or the position you are seeking. Do not include information that could be taken as a negative reference on your career or your personality. These items can be explained better in an interview. Your instructor can help you decide which additional items, if any, to include.

Cover Letter

Resumes are often sent to prospective employers in order to gain interviews with

them. You may use this approach in several cases. One is when you respond to a job advertisement. Another is when you don't know if a position is available with an organization that you are interested in. A third is when the organization is out of town and you want to schedule an interview before making the trip.

These resumes should always be sent with a cover letter geared to the jobs or organizations involved. A cover letter is an introduction to your resume. As such, it can help catch an employer's attention and interest. This will help make the employer want to learn more about you and to read your resume more carefully and thoughtfully. Figure 3 provides an example of a cover letter for a position as a cosmetology instructor. Refer to this example as you read this unit and as you prepare your own cover letters.

In your cover letter, you should (1) explain your purpose in writing; (2) tell how you became interested in applying for a position; (3) describe your understanding of the job requirements; (4) briefly tell your qualifications for the position; (5) mention your references; and (6) ask for an interview.

Focus on the positive, and don't mention the negative. Sound self-confident, but not cocky. Write in proper business form. Be brief (one page), and let your resume provide the details. And, when possible, address the letter to the person who interviews job applicants.

Care in Preparation

Your resume and cover letters directly reflect your personal characteristics and background. They indicate the quality of employee you will be, if hired. Thus, the care with which you prepare these materials can determine if you will be granted interviews and employment.

These decisions are based in part upon the specific information, such as education and experience, provided in the resume. But they are also based on the image of yourself that you present. Prospective employers will assume that the qualities shown in your resume and cover letters are accurate reflections of your personal qualities. These include such things as professionalism, organization, attention to detail, ability to follow through, neatness, accuracy, and other related qualities. Resumes and cover letters are always important factors in employment decisions. Sometimes they are the only factors. Thus, care in their preparation is essential.

Your cover letters and resume should be typed on good-quality white paper ($8\frac{1}{2}$ x 11 inches) with matching envelopes. Typing should be neat and clean, without cross-outs, smudges, or poorly made corrections. The information should be well organized. It should be placed on the page so that its appearance is pleasing to the eye. Your resume, cover letters, and envelopes should be retyped until they meet these goals.

The information in your resume and cover letters should be accurate. It may be checked by a prospective employer. Also important are correct spelling, punctuation, and grammar. Abbreviations should not be used. Proper word choice and proper sentence and paragraph structure are equally important.

You will need to prepare several drafts of your resume and cover letters before you are satisfied with the results. When you are satisfied, show these final drafts to someone whose opinion you respect. Your instructor would be a good choice. Ask that person to review the drafts and to make suggestions for improvement. When your final copies are typed, ask the person to read through them again. This time, they should be checked for typographical errors and other details. Following this procedure can mean the difference between being offered or denied interviews and employment.

Keep a copy of each resume and cover letter that you send. These serve as good records of your job search efforts. They also provide good reference materials when you prepare resumes and cover letters in the future.

Employment Applications

Some employers require a job applicant to complete an employment application (see fig. 4). These forms are often designed to meet the needs of specific organizations. Thus, they vary from organization to organization.

The information on a completed employment application provides a brief summary of the applicant's background and qualifications. It may also indicate the applicant's abilities and personal characteristics. For example, a completed application can indicate how well

the applicant follows directions, understands questions, and provides well-thought-out and well-organized answers.

It indicates the applicant's neatness, attention to details, and ability to carry through on an assignment. It also shows how well the applicant can write and spell. An employer's decision to deny or offer an interview or employment can be greatly influenced by this application. Thus, you should be prepared to complete the application to the very best of your ability.

Occasionally, you will be allowed to take an employment application form with you to complete and return to the employer. However, in many cases you will be expected to complete the form in the office. Thus, you should be prepared to do so. Take with you two pens that write well, one blue and one black. Also take two copies of your resume. One copy should be returned to the employer with the completed application. The other should be used to help you complete the application.

However, you may need information in addition to that on your resume. Examples include social security number, draft card or military discharge papers, cosmetology licenses or certificates, and your medical history. You should also take the following information about your employment history: names and addresses of previous employers, dates entering and leaving each job, job titles, reasons for leaving, last wage or salary at each job, and the names and titles of your immediate supervisors. (If you have an appointment, also take with you the time of the appointment and the name of the person with whom you are to meet.)

Read the entire application before you answer the first question. Read the directions carefully, and follow them exactly. Write or print in blue or black ink, as requested in the directions. Make sure you understand each question before answering it. Your answers should be brief, but accurate and complete. Plan them before you write to ensure they will fit in the space allowed. And be careful to write your answers in the correct spaces.

Fill in all the blanks on the form to the best of your ability. If a question does not apply to you, draw a line through the space or write "N/A" (not applicable). Be as neat as possible, avoiding cross-outs and untidy erasures. Spell your words correctly. If you are unsure of how to spell a word, choose another to use in its place. Any gaps in your history will be questioned. Thus, be sure that you have accounted for all dates and periods. And after you have finished, read the application again. Make sure it is accurate, complete, and the very best you can do.

If you complete the form away from the office, make a copy of it for your future reference.

Equal Employment Opportunity[1]

Employment applications and other preemployment inquiries are used to determine which applicants to consider for possible employment. Sometimes they are used to restrict or deny employment opportunities for women and members of minority groups. Current laws help prevent their use for these purposes.

Laws regarding preemployment questions vary between states. The interpretations of the laws also vary. Generally, they involve questions in the following areas: (1) race or color; (2) religion; (3) age; (4) sex; (5) national origin; (6) marital status; (7) children; (8) arrest and conviction records; (9) military discharges; (10) citizenship; (11) handicaps; and (12) financial status. Inquiries that indirectly provide information in these areas may also be illegal. Examples include former names, place of birth, names of relatives, credit ratings, and photographs.

The purpose of these laws is to prohibit the use of such information in making employment decisions. However, such questions may be allowed if an employer can prove they are valid predictors of successful job performance. They may also be allowed after a person is hired if the information is needed for valid business purposes. For example, information on the number and ages of a person's children may be needed for insurance purposes.

You do not have to answer illegal questions. On an employment application, you may put "N/A" as your reply. In interviews, it is better to respond diplomatically than to bluntly refuse to answer. Your response

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1. From Preemployment Inquiries and Equal Employment Opportunity Law. Washington, D.C.: Office of Public Affairs, U.S. Equal Employment Opportunity Commission, 1981.

should be dignified and bring the interview back to focus on the job.

For example, you might be asked about your plans for having children. In this case, you might respond, "I don't think whether or not I have children would affect how well I do my job." Or you may be asked, "Is it all right with your husband/wife if you take this job?" You might say, "That's not a problem. I am fully qualified for the position as you've described it."

For further information, contact the nearest Equal Employment Opportunity Commission (EEOC) office. It is listed in your telephone directory under United States Government.

PERSONAL RESUME

December, 1984

RICHARD C. BROWNE

7802 Middletown Road
Houston, Texas 77029
713/925-0876

EDUCATION:

Community College—Graduated from San Jacinto College—South Campus, Houston, Texas, Cosmetology Instructor Program (1984). Graduated from Bee County College, Beeville, Texas, Cosmetology Operator Program (1980).

High School—Graduated from Beeville High School, Beeville, Texas (1981).

Continuing Education—Studied under James Victor, Jr. (1983). Studied under Clinton James of California (1981).

PROFESSIONAL CERTIFICATION:

Cosmetology Instructor License, Texas (1984).
Cosmetology Operator License, Texas (1980).

PROFESSIONAL EXPERIENCE:

1982-1984	Shear Luck, Houston, Texas; hairstylist; trained all new employees.
1983-1984	Hairstyling Competition, Houston Total Fashion Competition, Houston, Texas. First place (1984).
1980-1982	Roland's Hair Design, Houston, Texas; hairstylist.

PROFESSIONAL ORGANIZATIONS:

National Hairdressers and Cosmetology Association.
Texas Hairdressers and Cosmetology Association (Secretary, 1984).

REFERENCES:

Carla T. Anderson, director, Department of Cosmetology, San Jacinto College—South Campus, Houston, Texas, 713/484-1900.

James L. Ludlum, instructor, Department of Cosmetology, Bee County College, Beeville, Texas, 512/368-3100.

Sandra V. Davis, manager, Shear Luck, Houston, Texas, 713/447-0989.

Figure 1. A Cosmetology Instructor's Resume, Example 1

PERSONAL RESUME

March, 1985

CAROLYN A. JACKSON

6531 West Lynn Road, No. 6B
Denver, Colorado 80222
Home: 303/629-0987
Work: 303/776-2151

EDUCATION:

University—Attended University of Colorado, Denver Colorado (1978 - 1980). Major: education.

Community College—Graduated from Denver Community College, Denver, Colorado, Cosmetology Instructor Training Program (1985) and Operator Program (1982).

Continuing Education—Obtained Miss Roux Hair Coloring Certificate, Roux Laboratory (1982).

PROFESSIONAL CERTIFICATION:

Cosmetology Instructor License, Colorado (1985).
Cosmetology Operator License, Colorado (1980).

PROFESSIONAL EXPERIENCE:

1982-1984	The Haircutters, Lakewood, Colorado; hairstylist; developed employee training manual.
1980-1982	Hair Magic Beauty Salon, Lakewood, Colorado; hairstylist.
1983	Hairstyling Competition, All-Colorado Beauty Show, Denver, Colorado.

PROFESSIONAL ORGANIZATIONS:

National Hairdressers and Cosmetology Association.
Colorado Hairdressers and Cosmetology Association.

SPECIAL SKILLS:

Fluent in Spanish, written and spoken.

REFERENCES:

Arthur K. Parker, manager, The Haircutters, Lakewood, Colorado, 303/662-1127.

Madeline K. Brown, owner/operator, Hair Magic Beauty Salon, Lakewood, Colorado, 303/226-5237.

Betty C. Carlson, chairperson, Department of Cosmetology, Denver Community College, Denver, Colorado, 303/[illegible]-2357.

Figure 2. A Cosmetology Instructor's Resume, Example 2

October 15, 1985
1629 Inwood Drive
Ankeny, Iowa 50021

Ms. Linda Watson
Chairperson, Department of Cosmetology
P.O. Box 6725
Ankeny Community College
Ankeny, Iowa 50026

Dear Ms. Watson,

Your recent newspaper advertisement in the Ankeny News for an instructor in your cosmetology program was of particular interest to me. Please consider me as an applicant for that position.

I understand the nature of the work through my teaching experience in the cosmetology program at Garfield High School. As you will note on the enclosed resume, I was employed for three years as a cosmetology instructor in the industrial education program at Garfield.

Studying adult education at Langley Community College and teaching at Garfield High School have stimulated my interest in a career in postsecondary cosmetology instruction. I believe that my education and my experience have prepared me to understand the needs of adult students and to teach them cosmetology skills.

The persons listed as references on my resume have indicated their willingness to provide information about me. Mrs. Walker and Mrs. Greerson can evaluate my work. Mr. Bagley can discuss my personal and education qualifications.

I am available, at your convenience, for a personal interview. I can be reached after 3:30 p.m. each day at 515/622-5951.

Sincerely,

John K. Simonson

John K. Simonson

Enclosure

Figure 3. A Sample Cover Letter for a Cosmetology Instructor Position

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN OR PHYSICAL DEFECTS."

APPLICATION FOR EMPLOYMENT

Morgan → Carla Marie

PERSONAL INFORMATION

DATE May 10, 1985

NAME Morgan (LAST), Carla (FIRST) Marie (MIDDLE)

PRESENT ADDRESS 802 Westfield (STREET) Hillsboro (CITY) Texas (STATE) 76642 (ZIP)

PERMANENT ADDRESS (Same as above) (STREET / CITY / STATE / ZIP)

PHONE NO 817/582-2555 SOCIAL SECURITY NUMBER 327-68-9721

REFERRED BY —

EMPLOYMENT DESIRED

POSITION Cosmetology Instructor DATE YOU CAN START June 1, 1985 SALARY DESIRED Open

ARE YOU EMPLOYED NOW? Yes IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER Yes

EVER APPLIED TO THIS COMPANY BEFORE? No WHERE — WHEN —

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	Peabody Elementary Hillsboro, Tx	1968-1976	May 1976	—
HIGH SCHOOL	Hillsboro High School Hillsboro, Tx	1976-1980	May 1980	—
COLLEGE	Hill Junior College Hillsboro, Tx	1980-1982 1984-1985	May 1982 May 1985	Cosmetology Operator Cosmetology Instructor
TRADE, BUSINESS, OR CORRESPONDENCE SCHOOL	— —	—	—	—

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK —

U.S. MILITARY OR NAVAL SERVICE — RANK — PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES —

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) —

Exclude organizations, the name or character of which indicates the race, creed, color, or national origin of its members.

(CONTINUED ON OTHER SIDE)

Figure 4. A Sample Employment Application Completed

BEST COPY AVAILABLE

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH & YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM April 1984 TO Present	House of Beauty 6511 Barton Road Hillsboro, Tx 76640	$150.00/week + 40% commission	Hair Stylist	Obtained cosmetology instructor license
FROM May 1982 TO April 1984	Marcia's Beauty Salon 8715 First Street Hillsboro, Tx 76639	$125.00/week + 40% commission	Hair Stylist	Better salary
FROM March 1980 TO May 1982	Hills Cafe 6200 Westhills Road Hillsboro, Tx 76640	$3.50 per hour	Waitress	Obtained cosmetology operator license
FROM — TO —	—	—	—	—

REFERENCES: Give below the names of two persons not related to you, whom you have known at least one year.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1	June Parsons	P.O. Box 619 Hillsboro, Tx 76645	Cosmetology Instructor Hill Junior College	5
2	Martin Carnegie	6511 Barton Road Hillsboro, Tx 76640	Manager House of Beauty	1

PHYSICAL RECORD:
List any physical defects

WERE YOU EVER INJURED? No GIVE DETAILS —

HAVE YOU ANY DEFECTS IN HEARING? No IN VISION? Yes (corrected) IN SPEECH? No

IN CASE OF EMERGENCY NOTIFY Rhonda Pearson, 1655 Northland Dr. Hillsboro, Tx 76645 817/255-1117
NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE May 10, 1983 SIGNATURE Carla M Morgan

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION, INSURANCE, ETC., AND NOT FOR HIRING PURPOSES

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED 1 EMPLOYMENT MANAGER 2 DEPT. HEAD 3 GENERAL MANAGER

1. What is a resume?

2. Prospective employers use resumes as _____ and as _____.

3. A job applicant uses a resume to _____; to _____; and to _____.

4. A resume should be not more than _____ page(s) in length.

5. List seven sections of a resume.

6. Only individuals with _____ of one's job-related skills and interests should be listed as references on a resume.

7. Name six things a cover letter should include.

8. A cover letter should be a maximum of _____ page (s) in length.

9. Place a check mark (✓) in front of the items that are part of a good resume.

_____ neatness

_____ good organization

_____ poor word choice

_____ cross-outs, smudges, and poorly made corrections

_____ good-quality paper

_____ pleasing appearance

_____ beige paper

_____ accurate information

_____ abbreviations

_____ incorrect spelling, grammar, and punctuation

_____ proper sentence and paragraph structure

10. Information on a complete employment application provides—
    a. a summary of the applicant's background
    b. indications of the applicant's abilities and characteristics
    c. summary of the applicant's qualifications
    d. all of the above
    e. none of the above

11. List 10 types of information you may need to complete an employment application that are **not** on your resume.

12. List eight characteristics of an employment application that is completed correctly.

13. Name eight areas of preemployment questions that are regulated to help provide equal employment opportunities.

Identify the following as true or false by writing T or F in the space provided.

_____ 1. Information in a resume should be listed in chronological order.

_____ 2. A resume is a brief summary of one's career and qualifications for a professional position.

_____ 3. The order of items in a resume shown in this unit is required.

_____ 4. A resume should note a person's weak points as well as strong points.

_____ 5. Information in a resume should be concise and written using active words.

_____ 6. Only people who have given their permission to use them as references should be included in a resume.

_____ 7. Only resumes used to respond to job advertisements require cover letters.

_____ 8. Ideally, cover letters should be addressed to the person who interviews job applicants.

_____ 9. Only an applicant's education and experience are considered when deciding whether to grant or deny an interview or employment.

_____ 10. You should keep a copy of each resume and cover letter distributed.

_____ 11. You should have your own pens when filling out an employment application in an employer's office.

_____ 12. Resumes are helpful when filling out employment applications.

_____ 13. You should start filling out an employment application immediately so that you can finish it promptly.

_____ 14. All dates and periods of employment and education should be accounted for on an employment application.

_____ 15. If a question on an employment application does not apply to you, you should leave it blank.

_____ 16. You should take one copy of your resume with you when you apply for a job.

_____ 17. You should be prepared to complete an employment application in an employer's office.

Indicate the proper place for these items in the following resume by using letter answers.

a. PROFESSIONAL CERTIFICATION

b. 8561 W. Colfax Avenue

c. January, 1985

d. REFERENCES

e. High School—Graduated from Memorial High School, Houston, Texas, 1978.

f. 602/657-0218

g. National Hairdressers and Cosmetology Association

h. 1983-1984

i. Community College—Graduated from Central College, Phoenix, Arizona; Cosmetology Instructor Training (1984) and Operator Training (1980).

j. 1980-1983

k. BRUCE T. MICHAELS

PERSONAL RESUME

1. _____

2. _____

3. _____

Phoenix, Arizona 92611

4. _____

EDUCATION: 5. _____
_____

6. _____
_____

7. _____ Cosmetology Instructor License, Arizona (1984)
_____ Cosmetology Operator License, Arizona (1980)

PROFESSIONAL EXPERIENCE: 8. _____ Carla's Beauty Salon, Phoenix, Arizona; hairstylist.

9. _____ Hair Magic, Tucson, Arizona; hairstylist.

PROFESSIONAL ORGANIZATIONS: 10. _____

11. _____ George B. Murray, director, Department of Cosmetology, Central College, Phoenix, Arizona, 602/372-0995.

Louise C. Carlson, instructor, Department of Cosmetology, Central College, Phoenix, Arizona, 602/372-0995.

Teresa Cascallar, owner, Carla's Beauty Salon, Phoenix, Arizona, 602/779-5742.

Assume that you have completed your instructor training when you see the following advertisement in the Laredo Sun:

> **Wanted:** Cosmetology instructor for operator program. Experience preferred, but not required. Send resume to Bruce Nelson, Nelson's School of Beauty, 1649 W. Monroe, Laredo, Texas 75923.

Assume that you are Carolyn Jackson and that the resume in figure 2 is yours. Prepare a cover letter to send with that resume. (**Note**: Laredo has a large Spanish-speaking population.)

2

Employment Interviews

Objectives: *After completing this unit, you will be able to—*

1. *briefly explain the purposes of employment interviews;*
2. *describe the main steps in preparing for an employment interview;*
3. *make a plan for obtaining an employment interview in cosmetology in your area;*
4. *list seven items you should take to an employment interview;*
5. *prepare a list of questions to ask in an employment interview;*
6. *prepare your answers to questions often asked in employment interviews;*
7. *explain the process of an employment interview;*
8. *indicate behaviors and attitudes that are helpful in employment interviews; and*
9. *rate the importance of various factors in evaluating a job offer.*

Interviews can serve a variety of purposes. For example, employers interview prospective employees to determine their qualifications for jobs. Physicians interview patients to determine their physical health. And newspaper reporters interview politicians to determine their positions on political issues. In each case, interviews involve the gathering and the sharing of information.

As a cosmetology instructor, you will be primarily concerned with two types of interviews. The first is employment interviews. In these, you will be the interviewee. You will be interviewed by prospective employers for possible teaching positions in their cosmetology programs. The information and activities in this unit will help prepare you for your role in these interviews.

The second type of interview you will be concerned with is preenrollment interviews with prospective students in your program. These interviews and your role in them will be discussed in Unit 3.

Purposes

Interviewee

The employment interview provides an opportunity for you to sell yourself, your abilities, skills, knowledge, and experience to a prospective employer. It allows you to present yourself as a compatible staff member and as an asset to the cosmetology program and its students. It gives you the opportunity to convince the employer that the school's investment in you, in terms of salary and training, will bring a positive return.

The employment interview also provides an opportunity for you to gather information about the position, the school/college involved, and the people that would be working with you. This information is valuable in deciding whether to accept a position offered to you.

Interviewer

Much is learned about prospective employees through their resumes and employment appli-

cations. But interviews provide an opportunity to collect information that is difficult to gain from applications. Employers can ask for more details about information included in a resume or application. They can also ask questions about other matters.

Interviews also allow employers to learn more about applicants' personal characteristics. Examples of these are appearance, self-confidence, and attitudes toward work and people. Thus, interviews help the employer decide if an applicant fits the needs of the program and whether to offer an applicant a position in that program.

The employment interview also allows the interviewer to tell the applicant about the position, the program, and the school/college. If the employer wants to hire an applicant, the interview provides an opportunity to convince the applicant to accept the position.

Obtaining an Interview

The first step in obtaining an employment interview is to find out the names of organizations that employ cosmetology instructors. These organizations include public high schools and colleges with cosmetology programs. They also include private beauty schools and trade schools with these programs. You should include on your list organizations that currently have openings and those that may have openings in the future.

There are many sources for this type of information. Some of these are:

1. your instructor;
2. your school's placement service;
3. friends and acquaintances;
4. former and current employers;
5. telephone directory yellow pages;
6. newspaper want ads;
7. school district and college employment offices;
8. public employment agencies; and
9. private employment agencies.

Some sources of information may be better in your area than others. Your instructor can help advise you in this matter.

Your next step in obtaining an employment interview depends on the type of organization involved. For a private school or college, you may send your resume with a cover letter. For other organizations, your next step is to find out what their specific procedures are. These organizations usually include school placement services, employment agencies, and public school and college employment offices.

Call or visit their offices to ask which procedures you should follow. Organizations advertising in the newspaper usually specify the proper steps to follow. Whenever set procedures are indicated by an organization, you should follow them exactly. Doing so is the first indication to the employer that you are able to understand and follow directions.

In many cases, your next step will be to telephone the organization to request an appointment for an interview. You should always be polite and courteous when calling. You should have a pencil and paper at the telephone to write down important information. And you should plan in advance what you are going to say.

First, state your name and your reason for calling. For example, "This is Maria Torrance. I sent my resume to your office last week for consideration for a cosmetology instructor position. I'd like to make an appointment for an interview." Then, ask when would be a good time for you to come. Write down the name of the person with whom you will speak. And, before you hang up, thank the person for helping you.

Preparing for an Interview

The employment interview plays an important part in determining if you will be offered the position that you want. An interviewer is looking for a professional to fill a position as a cosmetology instructor. Thus, it is important that you show your professionalism in the interview. Preparing for the interview will help you to present a professional image.

Appearance

First impressions are always important. But this is especially true in interviews. Poor first impressions may mean that interviewers will give less time and attention to you. As a result, you may not have a chance to show them you are the person for the job.

A professional appearance is a key to a good first impression. This requires your close attention to grooming, clothing, and posture. Your body, hair, teeth, and hands should be clean. Your hair should be neat and attractively styled. Facial hair should be neatly trimmed. Your nails should be mani-

cured and your makeup, if any, applied correctly and in good taste. Your jewelry should be simple. Women should wear a business suit or dress, hose, and dress shoes. Men should wear a business suit, tie, and dress shoes. These must be spotlessly clean, neat, well kept, and fit well.

Practice good posture. Hold your head up, your shoulders back, your back straight, and your stomach in. This good posture will help make your clothes fit better and make you feel better. It can also help you look more energetic, alert, interested, and self-confident. Attention to these factors before and during an interview will help you make a good impression on the interviewer.

Materials

Part of your interview preparation is collecting materials to take with you to the interview. These items include:

- two writing pens, blue or black (for filling out forms and making notes);
- notepaper (for making notes);
- a list of questions to ask the interviewer;
- two copies of your resume (one for your reference and one for the interviewer, if requested);
- day, time, and place of interview;
- name and title of interviewer; and
- information about the organization that you might want to review before the interview.

These items should be carried in a small briefcase or other carrying case. This will help you appear well organized and prepared.

Information

In preparing for an interview, you should organize and review several types of information. These include information about the interviewer, the interviewing organization, and yourself.

Interviewers are more impressed if you are familiar with them and with the organization for whom they work. You should know the interviewer's name and title. And you should know how to correctly pronounce the interviewer's name. If in doubt, call the office before the interview and ask. You should also know the name of the organization and the locations and types of programs that are offered there.

You may feel that you could easily answer any question an interviewer might ask about you. However, part of preparing for an interview is to think about what some of your answers might be. Doing so will help you convey to the interviewer that you are knowledgeable and self-confident.

These are some of the questions that are often asked during employment interviews:

1. Why would you like to work for this organization?
2. Are you looking for temporary or permanent employment?
3. Are you looking for part-time or full-time employment?
4. Do you like regular work hours?
5. How do you feel about working overtime?
6. Would you be interested in part-time training to improve your position with the organization?
7. What salary do you expect?
8. When can you begin work?
9. What qualifications do you have for this job?
10. What have you learned from some of the jobs you have had?
11. Can you get recommendations from previous employers or teachers?
12. How often were you absent from work or school due to illness?
13. Why did you decide to become a cosmetology instructor?
14. Do you feel your instructor training prepared you for the job? Why?
15. Have you had any difficulty getting along with students, co-workers, or employers?
16. What is your major strength? Weakness?
17. What personal characteristics do you think are important in a cosmetology instructor?
18. What contributions can you make to this organization and to its students?
19. Why did you leave your past jobs?
20. What are your career goals?

An interview is also an opportunity to collect further information about an organization. Such information will help you decide whether to accept a position that is offered to you.

You should prepare a list of questions that you want to ask prior to the interview. Your questions should be thoughtful, intelligent, and indicate your interest in being involved in

the job. Such questions will provide valuable information for you. They will also give a good impression of you as a future employee.

Below are some questions you may want to ask during an interview. Add additional questions of your own.

1. Do you have a written job description for the position?
2. What are the major responsibilities of the position?
3. What are you looking for in the person you hire to fill this position?
4. Is the position full-time or part-time?
5. Is the position permanent or temporary?
6. Do you have any plans for changing your present program in the future?
7. Are your instructors given an opportunity for continuing education?
8. What is the beginning salary range for this position?
9. What is the company policy regarding salary increases?

Add additional questions of your own to this list. But remember to keep them focused on the position involved or on the organization itself.

The Interview

The Process

On the day of the interview, depart early enough to ensure that you arrive at the interview on time. Better yet, arrive early. Allow enough time for traffic, parking, and finding the office where the interview is to take place. Find a place near that office to sit down, have a beverage, and relax. This will give you an opportunity to review your notes and collect your thoughts before beginning the interview. It will also give you a chance to check again to ensure your appearance is at its best.

You should always go alone to an interview. If someone must accompany you, that person should wait outside the offices of the organization with which you are interviewing.

Enter the office a few minutes before the scheduled interview time. Do not wait to be noticed. Introduce yourself to the receptionist, and state your reason for being there. For example, "Hello, I'm Jean Carson. I'm here for a one o'clock appointment with Ms. Thomas."

The receptionist will direct you as to what you should do next. You may be asked to wait, to fill out an employment application form, or to meet with the interviewer. If you are asked to wait, do so patiently and calmly. If you are asked to fill out an employment application, do so using the resume you have brought with you. And remember to follow the guidelines given in Unit 2 for completing these applications.

When you meet the interviewer, introduce yourself, noting your name and that of the interviewer. For example, "Hello, Ms. Thomas. I'm Jean Carson. It's a pleasure to meet you." Firmly shake the interviewer's hand. Be seated when the interviewer invites you to do so.

Some interviews are formal, while others are more casual. The interviewer should set the mood of the interview and take the lead in asking questions. Your questions should be asked at appropriate times, as they fit into the conversational flow of the interview. If you have a question that has not been answered by the end of the interview, ask it then. Give your resume to the interviewer when it is requested.

A list of questions often asked during employment interviews was provided earlier in this unit. You may be asked some or all of these questions, and additional questions, as well. You may be asked to explain or to provide more information on something in your resume or application.

Answer all questions clearly and meaningfully. Be brief, providing only information that relates directly to the question asked. If you don't know the answer to a question, say so. In most cases, your honesty will be appreciated.

The interviewer may ask questions that are illegal. **You do not have to answer these questions.** The Equal Employment Opportunity section of Unit 1 provides information on these questions and on obtaining guidance in handling them if they are asked. You should reread that section now and again before you interview with a prospective employer.

The interviewer will bring the interview to a close. Sometimes a job offer is made at this time. But this is unusual. Ask the interviewer when and how you will be notified of the decision about the position. Then, call the interviewer by name and thank him or her for the time and consideration.

Attitudes and Behavior

Your attitudes and behavior in an interview are important in determining whether or not you will be offered employment. The following hints will provide guidelines to help you make a good impression on the interviewer:

1. Use good posture when you stand, walk, and sit.
2. Be confident and poised, but not conceited or overbearing.
3. Be alert, enthusiastic, and interested.
4. Speak clearly, using correct English. Avoid slang.
5. Be courteous and mannerly. "Mr.," "Ms.," "please," and "thank you" are always appropriate.
6. Don't smoke or chew gum.
7. Don't let your mind wander. Listen carefully to what is being said and asked.
8. Look directly at the interviewer, making eye contact.
9. Focus attention on your qualifications for, interest in, and enthusiasm about the position.
10. Don't focus attention on salary, benefits, your need for a job, or who you know.
11. Answer controversial questions briefly, without emotion or strong personal opinions. Questions on religion and politics are examples of these.
12. Don't criticize past employers.
13. Ask good questions. These show your interest in the position and the organization.
14. Don't tell jokes.
15. Be honest, even with unfavorable questions. But be positive, too. Stress that such problems are behind you. For example, "I was laid off, but I learned from my mistakes." Dishonesty can cost you your job.
16. Don't be discouraged if you do not get the job. Instead, use the interview as a learning experience, and move on to the next one. (They do get easier!)

Follow-up

You should always send a follow-up letter to the interviewer within three days of the interview. This letter should include (1) a statement of appreciation for the interviewer's time and consideration, (2) a summary of your qualifications and interest in the position, and (3) your name, address, and telephone number. Figure 1 provides an example of a follow-up letter.

The follow-up letter may be your final opportunity to sell yourself to a prospective employer, so it should be professional. The guidelines under "Care in Preparation," found in Unit 1, "Resumes and Employment Applications," will help you in preparing this letter.

If you have not been notified of the employer's decision by the date promised, you may make a follow-up telephone call to the interviewer. In this call, you should first identify yourself, calling the interviewer by name. Mention the date of your interview and the position for which you were interviewed. Then, ask if a decision has been made. For example, you might say,

> "Hello, Ms. Thomas. This is Jean Carson. I interviewed with you on June 10th for the cosmetology instructor position. Have you made a decision on my application yet?"

You may be told that someone else has been hired for the position. Since new positions may open with the organization in the future, you should continue to be professional. Thank the interviewer for considering your application. And show your continued interest in the organization. For example,

> "I'm sorry I wasn't chosen for the position, but I appreciate your considering my application. Please keep my resume on file in case another instructor position becomes available."

Evaluating a Job Offer

After much hard work, you are offered a position as a cosmetology instructor! How exciting! But wait. Before accepting the position, take time to consider if it is the right one for you. Express your appreciation in a warm and friendly way and ask if you may have a day to consider the opportunity. Most employers will gladly allow you this time. It is to their advantage, too, that you make the right decision.

You should consider a variety of factors when deciding whether or not to accept a position. Asking yourself the following questions will help you in making this decision:

1. Do I understand the nature of the position, and is it what I want to do?

2. Can it be a stepping-stone to learn skills and get experience that will help me in the future?
3. Is the job permanent or temporary?
4. Is the job part-time or full-time?
5. What hours and days of the week will I work?
6. Will overtime be necessary or available?
7. Is continuing education provided?
8. Will I be proud to tell my family and friends where I work?
9. Do supervisors and co-workers seem like the type of people with whom I'd like to work?
10. Is the organization's location convenient?
11. Is the physical setting acceptable?
12. Do the earnings meet my needs?
13. Are raises based on merit or length of employment?
14. What benefits are provided (health insurance, sick leave, vacation, and others)?
15. How badly do I need to earn money?
16. How difficult is it to get a position at this time?

Other factors may also come to mind as you review these questions. Consider each one carefully. Some may be more important to you than others. There are times when it is best to accept a job that is not your "ideal" offer. But, on the other hand, if your answers to the above questions or your basic feelings are not good, it may be best to politely refuse the offer.

Whatever your decision, you should notify the employer by the agreed-upon date. A time may come when you want a position with that organization. You should do all you can to keep its doors open to you.

May 15, 1983

1659 Westover Road
Morrison, Colorado 80465

Ms. Linda Thomas, Director
Carson's School of Cosmetology
6537 Drew Blvd.
Morrison, Colorado 80467

Dear Ms. Thomas,

I enjoyed meeting and talking with you this week regarding the cosmetology instructor position at your school. Your organization and the level of education it offers are impressive.

I would like to be a part of your program. My six years of experience as a licensed cosmetologist provide a strong background for the position. My excellent record during my instructor training program further indicates my ability to perform the job well. I am sure I would be an asset to you, your school, and your students.

Thank you for considering my application. I look forward to hearing from you regarding your decision. I can be reached at 802/655-0875 each evening after six o'clock.

Sincerely,

Jean Carson

Jean Carson

Figure 1. A Sample Follow-up Letter for a Cosmetology Instructor Employment Interview

1. Explain briefly the purposes of employment interviews for—
   a. the interviewee
   b. the interviewer

2. In preparing for an employment interview, you should be concerned with—
   a. your appearance
   b. collecting materials to take to the interview
   c. organizing and reviewing information related to the interview
   d. all of the above

3. A professional appearance requires close attention to _____, _____, and _____.

4. List seven items you should take with you to an employment interview.

5. In preparing for an employment interview, you should collect information about the _____, _____, and _____.

6. Identify the following as true or false by writing T or F in the space provided.
   _____ a. You should always be on time to an employment interview.
   _____ b. Friends may accompany you to an interview if they do not participate in the interview.
   _____ c. You should be seated only when the interviewer invites you to do so.
   _____ d. You may bring the interview to a close when your questions have been answered.
   _____ e. You may ask the interviewer how and when you will be notified of the decision about the position.
   _____ f. You should wait to be noticed by the receptionist when you arrive at an employment interview.
   _____ g. You should act professionally, even if someone else is chosen for a position that you wanted.
   _____ h. You should always take the lead in asking questions in an employment interview.
   _____ i. When you meet an interviewer, you should state his or her name as well as your own.
   _____ j. You should **not** automatically accept a job that is offered to you.
   _____ k. You should send a follow-up letter to the interviewer within three days of an employment interview.
   _____ l. You should assume someone else has been hired if you do not hear from the interviewer by the date promised.
   _____ m. You should answer the interviewer's questions briefly, clearly, and meaningfully.
   _____ n. You must answer all questions asked by the interviewer.

Prepare a list of organizations in your area that employ cosmetology instructors. Include the following in your list:

- the name of the organization;
- the next step in obtaining an interview;
- the source of your information.

Keep this list for future reference.

Imagine that you have an employment interview next Monday with Rhonda Pearson. Ms. Pearson is the chairperson of the cosmetology department at Carson Community College. The interview is for a position as a cosmetology instructor in that program.

1. This unit includes a list of questions that are often asked by interviewers in employment interviews. In preparation for your interview with Ms. Pearson, prepare an outline of your answers to these questions.

2. Prepare a list of five questions you want to ask Ms. Pearson during the interview. Your questions should be different from those listed in this unit.

   Keep your questions and answers for use in future employment interviews.

Place a "√" by the behaviors and attitudes that are helpful in an employment interview. Place an "X" by those that could be harmful.

_____ a. asking good questions
_____ b. using slang
_____ c. smoking
_____ d. focusing on who you know
_____ e. being honest
_____ f. being overbearing
_____ g. chewing gum
_____ h. focusing on your qualifications
_____ i. saying please and thank you
_____ j. mumbling
_____ k. telling jokes
_____ l. listening carefully
_____ m. expressing strong opinions
_____ n. focusing on benefits
_____ o. being well-groomed
_____ p. being unenthusiastic
_____ q. lacking confidence
_____ r. focusing on salary
_____ s. acting conceited
_____ t. using poor posture
_____ u. being disinterested
_____ v. being poised
_____ w. focusing on interest in job
_____ x. criticizing past employers
_____ y. focusing on your need for a job
_____ z. being alert
_____ aa. making eye contact
_____ bb. focusing on your enthusiasm for the job
_____ cc. using correct English
_____ dd. dressing professionally

Review the following list of factors to consider in evaluating a job offer. If other factors come to mind, write them on the line provided.

Some factors may be more important to you than others. Read the list again. Circle the number to the right of each factor that describes your feelings about that factor. Use the following scale:

Circle (1) if that factor is not important to you.
Circle (2) if that factor is somewhat important to you.
Circle (3) if that factor is very important to you.

FACTOR	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT
What I want to do	1	2	3
Stepping-stone	1	2	3
Permanent/temporary	1	2	3
Part-time/full-time	1	2	3
Work hours and days	1	2	3
Overtime	1	2	3
Continuing education	1	2	3
Pride in job	1	2	3
Compatibility with others	1	2	3
Location	1	2	3
Physical setting	1	2	3
Earnings	1	2	3
Raises	1	2	3
Benefits	1	2	3
Need of job	1	2	3
Difficulty of finding job	1	2	3

_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3

3

Preenrollment Interviews

Objectives: *After completing this unit, you will be able to—*

1. *explain briefly the purpose of preenrollment interviews;*
2. *describe the main steps in preparing for a preenrollment interview;*
3. *list five items you should take to a preenrollment interview;*
4. *prepare an outline of your program's policies regarding preenrollment interviews;*
5. *prepare a list of items to tell a prospective student in a preenrollment interview;*
6. *prepare a list of questions to ask a prospective student in a preenrollment interview;*
7. *name two main environmental factors to consider in preparing for a preenrollment interview;*
8. *indicate important features in a preenrollment interview; and*
9. *indicate behaviors and attitudes that are helpful in a preenrollment interview.*

As a cosmetology instructor, you will be concerned mainly with two types of interviews. One of these is the enrollment interview. You learned about this type of interview in Unit 2. The second type is the preenrollment interview. This type of interview is the topic of this unit.

Your role in preenrollment interviews is different from your role in employment interviews. In preenrollment interviews, you will be the interviewer. You will interview individuals who are considering enrolling in your cosmetology program. The information and activities in this unit will help you prepare for this role.

Purposes

Interviewer

Preenrollment interviews allow you to gather information about prospective students interested in entering the cosmetology program at your school or college. Gathering information about the individuals' work experiences and educational backgrounds can help determine if they meet program entrance requirements.

Gaining a sense of the individuals' personality characteristics can help in determining how successful they might be in your program. Examples of such characteristics are reliability, sense of responsibility, maturity, and attitudes toward work and other people.

These interviews also allow you to inform prospective students about your program, your school or college, and the field of cosmetology. They also provide an opportunity to convince applicants of the quality of your program and its ability to help them meet their personal goals and objectives.

Interviewee

Preenrollment interviews allow prospective students to gather information about a pro-

gram, a school or college, and the field of cosmetology. Such information might include costs and requirements for entering and completing a program. It might include descriptions of opportunities in cosmetology. These types of information help interviewees decide if your program can meet their particular needs.

Preenrollment interviews also provide opportunities for prospective students to make a good impression on the interviewer. This is especially important when openings in a program are limited. In these cases, interviewees will try to show that they are the best choices for those openings.

Preparing for an Interview

Preparation for a preenrollment interview is important for two reasons. One, careful preparation will help you to gain the most from an interview. Two, it will help you to present a professional image of yourself and cosmetology to prospective students.

Appearance

Guidelines on appearance were provided in Unit 2, "Employment Interviews." These guidelines also apply to you as an interviewer in a preenrollment interview. They provide help in creating a professional appearance through close attention to grooming, clothing, and posture. You should review Unit 2 at this time and when you prepare for a preenrollment interview.

Materials and Information

You should collect and organize several types of materials and information in preparing for a preenrollment interview. You should have these same items with you during the interview. These include writing materials, the interviewee's enrollment application, information to tell the interviewee, questions to ask the interviewee, and references for unexpected interviewee questions.

First, you should have writing materials for taking notes during the interview. These should include paper and a pen or pencil. Your school/college may have special forms to use in these interviews. If not, you should have several sheets of lined paper for note taking.

Next, you should have the interviewee's enrollment application, if available. You should review this application before the interview to learn about the individual's background. At that time, check to see if the individual meets the program's entrance requirements. Also, note any questions that come to mind as you review the application. You should have both the application and your notes at the interview.

Third, you should have a list of items that you want to tell the interviewee during the interview. This list might include such information as:

- entrance requirements of the program, school/college, and the Texas Cosmetology Commission (TCC) including experience, education, and other areas;
- completion requirements (attendance, length, and content of program, and other areas);
- licensing or certification requirements;
- diploma or degree requirements;
- costs (tuition, fees, supplies, books, uniforms, and others);
- rules on transfer of hours between programs and from out of state;
- health requirements;
- professional organizations; and
- availability of continuing education.

You should provide a written statement that includes appropriate information from this list. This will provide a helpful reference for the interviewee's future use.

Fourth, you should have a list of questions that you want to ask the interviewee. It might include questions that you ask all applicants. It might also include questions that came to mind as you reviewed the interviewee's application. Your list might include questions with specific answers. For example, "Will you be able to attend class Monday through Friday?" It might also include open-ended questions, such as, "Tell me about yourself."

Guidelines from the Office of Civil Rights state that requirements for admission to vocational programs cannot disproportionately exclude persons of a particular race, color, national origin, sex, or handicap. Any such requirements must be proven to be essential to participation in the program. Thus, questions in these areas that have not been proven to be essential should not be asked. Your supervisor and the nearest Equal Employment

Opportunity Commission office can provide guidance in this area.

Fifth, you should have additional reference materials in case you are asked a question to which you do not know the answer. These should include requirements, rules, and regulations of the cosmetology program, the school/college, and the Texas Cosmetology Commission (TCC).

These guidelines can help you in preparing for a preenrollment interview. However, you should also talk with your supervisor before interviewing. That individual can give you more suggestions and tell you about the program or school/college policies regarding these interviews.

Environment

In preparing for a preenrollment interview, you should consider the surroundings in which the interview will take place. An interview is almost always stressful to some extent. This stress can prevent you from getting a true picture of the interviewee. Therefore, you should try to ease this stress as much as possible. Setting up pleasant surroundings for the interview will help achieve this goal.

Two main factors to consider are comfort and privacy. Choose a room, chairs, and a seating arrangement that will be comfortable for you and for the applicant. This room should be a private one, away from interruptions. Privacy can be increased by asking personnel that you not be disturbed during the interview, except in emergencies. It may also be helpful to arrange to offer coffee or another beverage to the interviewee at the beginning of the interview. These types of considerations help show interviewees that you are human and that you are interested in them as individuals.

The Interview

The Process

Starting on time is the first step to a successful interview. Failing to do so shows disrespect. It can cause the interviewee to be less comfortable and tense. As a result, the interview may not be as helpful as it could be.

Make the interviewee feel you are glad she has come. Extend your hand in welcome. Speak her name, your own, and your position with the organization. For example, "Hello, Ms. Carson. I'm pleased you could come. I'm Mr. Thomas, a cosmetology instructor here at Glennview College. Won't you sit down?"

Take the initiative in the beginning. Start with light conversation, such as "I see you survived the rainstorm. Did you have any problems?" This will help put the interviewee at ease. Then proceed with the interview. Ask the interviewee how you can be of help.

Often the next step will be to tell the interviewee about cosmetology, your school/college, and your program. In doing so, refer to the list of items you prepared before the interview. This will help ensure that you include all important information in your explanation. Answer the interviewee's questions as completely and correctly as possible. Ask your questions as opportunities arise.

Refer to your list of questions that you prepared before the interview. Try to keep the conversation on target, but let the interviewee talk about herself, her opinions, and her concerns. These statements can often provide important information about the interviewee.

It is up to you, as the interviewer, to bring the interview to a close. Ask the interviewee if there are any further questions. Invite the interviewee to contact you if you can be of any further help.

If a decision is to be made regarding an enrollment application, tell the interviewee when and how she will be advised of the decision. Stand, shake hands, and thank her for coming.

Attitudes and Behavior

Your attitudes and behavior play an important part in the success of an interview. They can determine how well you provide information to and obtain information from an interviewee. They can also determine if the prospective applicant decides to enter your program.

The following hints will provide guidelines to help you conduct a successful interview:

1. Be professional in your appearance, attitudes, and behavior.
2. Don't chew gum or smoke.
3. Set the mood of the interview to match that of your program, whether formal or informal.
4. Put the interviewee at ease.

5. Be courteous and mannerly.
6. Be confident and poised.
7. Be alert, enthusiastic, and interested.
8. Speak clearly, using correct English. Avoid slang.
9. Be a good listener and observer.
10. Look directly at the interviewee, making eye contact.
11. Look for maturity and ability in the interviewee.
12. Word your statements and questions carefully to avoid making the interviewee feel inferior or threatened.
13. Don't criticize other cosmetology professionals.
14. Sell cosmetology and your program by explaining the benefits and challenges of being a part of them.
15. Base your judgments and decisions on facts, not on personal prejudices.
16. Take brief notes notes during the interview for later reference.
17. Consider an interview an opportunity to promote good public relations for your school/college and the field of cosmetology.

Follow-up

As soon as the interviewee leaves the office, you should review what occurred during the interview. You should make notes on the interviewee's answers to your questions and on your impressions of the person. You may also need to make a recommendation on whether that person should be accepted into the program.

This recommendation should be based on the applicant's educational background and experience. It should also be based on the applicant's ability and willingness to complete the program and to be successful in the chosen field.

Your stated impressions and recommendations will affect that person's future, so they should be made carefully. They should be based on fair and accurate information, not on your own personal biases or prejudices.

Applicants should be notified of decisions regarding their acceptance by the date promised. They should be notified if there will be a delay in the decision. Both those accepted and those not accepted should be notified. This may be done by letter or by telephone. Check to see if your program has standard procedures or forms to use for these purposes.

1. Briefly explain the purposes of a preenrollment interview for—
   a. the interviewer
   b. the interviewee

2. In preparing for a preenrollment interview, you should be concerned with—
   a. your appearance
   b. materials and information
   c. environment
   d. all of the above

3. List five items that you should have with you in a preenrollment interview.

4. Two main environmental factors to consider in a preenrollment interview are _____ and _____.

5. You should have the following reference materials in a preenrollment interview for questions to which you don't know the answers:

   _____

6. Starting on time is the first step to a successful interview. True or False?

7. You should try to put the interviewee at ease at the beginning of an interview. True or False?

8. The interviewee should be allowed to bring the interview to a close. True or False?

9. Using your reference materials during an interview is rude and should be avoided. True or False?

10. Appearance guidelines for employment interviews also apply to preenrollment interviews. True or False?

11. An interviewee's statements about himself, his opinions, and his concerns are poor sources of information. True or False?

12. The interviewee should take the initiative at the beginning of an interview. True or False?

13. An interviewer should be a good listener and a good observer. True or False?

14. The mood of an interview should be formal, no matter what the mood of the cosmetology program. True or False?

15. Careless wording of statements and questions can make an interviewee feel inferior or threatened. True or False?

16. The interviewer should take brief notes during the interview to use for future reference. True or False?

17. The interviewer should look for ability and maturity in an interviewee. True or False?

18. The issue of illegal preemployment questions also applies in preenrollment interviews. True or False?

Find out your cosmetology program's policies on preenrollment interviews. These may be informal guidelines or a formal written policy statement. Prepare an outline of these policies, using your own words.

Assume that you will have your first preenrollment interview with a prospective student on Wednesday. Your interview is with Kim Huang at 10:00 a.m. Mr. Huang will complete an enrollment application on the day of the interview.

1. Prepare a list of items that you want to tell Mr. Huang. Include specific information, not just topics. For example, note specific entrance requirements of your program, not just the topic "Program Entrance Requirements."

2. Prepare a list of five questions that you want to ask Mr. Huang. Include questions that will not be answered in the enrollment application.

Circle the 13 words in this puzzle that describe important attitudes and behaviors in preenrollment interviews. The words are listed horizontally and vertically.

Q	C	R	C	I	C	R	I	T	I	C	I	Z	I	N	G
L	O	F	O	N	R	E	F	V	B	E	P	L	M	I	J
Y	U	C	N	T	E	E	W	P	S	M	O	K	I	N	G
P	R	O	F	E	S	S	I	O	N	A	L	T	R	G	U
O	T	Y	I	R	U	J	I	I	N	N	D	S	V	E	M
T	E	A	D	E	H	I	U	S	D	N	Q	S	A	F	C
V	O	P	E	S	C	H	U	E	A	E	V	H	I	U	H
C	U	P	N	T	D	K	C	D	L	R	R	O	F	H	E
K	S	C	T	E	E	Q	A	S	E	L	O	U	T	E	W
D	R	W	T	D	D	C	E	A	R	Y	Y	P	I	G	I
E	N	T	H	U	S	I	A	S	T	I	C	P	O	L	N
E	R	Y	G	J	M	O	O	P	Z	L	S	L	A	N	G
R	E	Q	P	R	E	J	U	D	I	C	E	S	P	O	I

Some of these are helpful in an interview. Others are harmful. List the 13 words in the correct columns.

HARMFUL	HELPFUL

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs of activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Resumes and Interviews: A Guide for Cosmetology

Instructor's Guide

By

Barbara E. Selke

Published by

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Foreword

This publication is one of a series of self-contained instructional materials for students enrolled in cosmetology instructor training programs. It provides information related to resumes, cover letters, employment applications, and employment and preenrollment interviews.

Although the material is designed for individual study, it should be used under an instructor's supervision. For that reason, two basic publications are offered. These are the student's manual and the instructor's guide.

The student's manual is for the use of persons in training. Each unit includes appropriate information, objectives to be met, and learning activities that help to meet those objectives.

The instructor's guide provides competencies, unit tests, and answers to learning activities in the student's manual and to unit tests. Although both publications are copyrighted, the instructor should feel free to make copies of the learning activities and tests.

Every effort has been made to produce a publication that addresses the unique needs of our current student population. Students with limited English proficiency (LEP), as well as handicapped, educationally disadvantaged, and nontraditional students may require modification of the material in this publication. The professional staff of EIMC will gladly work with any instructor to show how the instructional materials can be adapted to meet individualized needs of these students. Consult local, state, and federal agencies that offer assistance and guidelines and that can provide sound recommendations for productive classroom management.

Jack E. Robertson, Ph.D.
Director, Extension Instruction
and Materials Center

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B.S.

Notes for the Instructor

This set of publications is designed for use by students learning to become cosmetology instructors. The student's manual is self-contained. It provides information on resumes, cover letters, employment applications, and employment and preenrollment interviews. Each of these indicates a general competency area. Specific competencies, which are included within the general competency areas, are presented in the student's manual and in the instructor's guide.

The learning activities are designed to reinforce learning of the materials presented. These activities help students learn, apply, and remember necessary information and skills. It is suggested that the instructor assign those activities that fit the needs of individual students and learning situations.

Evaluation of each learning activity provides frequent checkpoints. The unit tests provide further evaluation of the student's progress.

Competencies

Being a cosmetology instructor requires certain knowledge, abilities, skills, and attitudes. These are called competencies. This manual, along with the others in this series, will help you to develop the competencies needed to be successful in your chosen profession as a cosmetology instructor.

Basic Competencies

- Exhibit a knowledge of the purposes and uses of resumes and employment applications by explaining these purposes and uses.
- Demonstrate an understanding of the appropriate content and care in preparation of personal resumes, cover letters, employment applications, and follow-up letters by preparing an example of each.
- Demonstrate an understanding of employment and preenrollment interviews by indicating:
  —the purpose of each type of interview;
  —appropriate preparations for each;
  —common procedures in each; and
  —helpful attitudes and behaviors in each.
- Exhibit the ability to evaluate a job offer by indicating 10 factors to consider in such an evaluation.

Answers to Learning Activities

Learning Activity 1. Write the Answers

1. a short, written account of an individual's career and qualifications used when seeking professional employment

2. easy references to evaluate applicants; screening devices to determine which applicants to consider for possible employment

3. "sell" himself/herself; present information about the person in an organized, easy-to-use form; organize information needed to complete employment applications

4. two

5. heading; education; professional certification; professional experience; professional organizations; special skills; and references

6. direct knowledge

7. explain your purpose for writing; tell how you became interested in applying for the position; describe your understanding of the job requirements; briefly tell your qualifications for the position; mention your references; and ask for an interveiw

8. one

9. neatness; good organization; good-quality paper; pleasing appearance; accurate information; and proper sentence and paragraph structure

10. d. all of the above

11. social security number; draft card or military discharge papers; cosmetology licenses or certificates; medical history; names and addresses of former employers; dates of entering and leaving each job; job titles; reasons for leaving jobs; last wage or salary at each job; and names and titles of your immediate supervisors

12. neat; correct spelling; written in blue or black ink; brief, but accurate and complete answers; planned ahead; well-thought-out and well-organized answers; directions followed; answers written in correct spaces; and all dates and periods accounted for

13. race or color; religion; age; sex; national origin; marital status; children; arrest and conviction records; military discharges; citizenship; handicaps; and financial status

Learning Activity 2. Identification

1. F

2. T

3. F

4. F

5. T

6. T
7. F
8. T
9. F
10. T
11. T
12. T
13. F
14. T
15. F
16. F
17. T

Learning Activity 3. Identification

1. c
2. k
3. b
4. f
5. i
6. e
7. a
8. h
9. j
10. g
11. d

Learning Activity 4. Prepare a Cover Letter

The students' cover letters will vary. They should be evaluated on the basis of the guidelines in this unit, both in content and in the care taken in their preparation.

Carolyn has had no experience as a cosmetology instructor. But she has had experiences that should be noted in the cover letter. These include her major in education at the University of Colorado and her development of an employee training manual for The Haircutters. Due to the large Spanish-speaking population in Laredo, Carolyn's fluency in Spanish should also be noted in the letter.

UNIT 2 / EMPLOYMENT INTERVIEWS

Learning Activity 1. Write the Answers

1. **Interviewee:** to sell yourself, and your abilities, skills, knowledge, and experience; to present self as compatible; to present self as an asset and a good investment; and to gather information about the position, school/college, and the people who would be working with you.

   Interviewer: to collect information that is difficult to get through resumes and employment applications; to learn more about the applicant's personal characteristics; to decide if the applicant fits needs of school/college; to decide whether to offer the applicant a position; to tell the applicant about the position, program, school/college; and, if desired, to convince the applicant to accept the position.

2. d. all of the above

3. grooming, clothing, posture

4. two writing pens; notepaper; questions to ask the interviewer; two copies of your resume; day, time, and place of interview; name and title of interviewer; and information about interviewing organization

5. interviewer, interviewing organization, yourself

6. a. T
   b. F
   c. T
   d. F
   e. T
   f. F
   g. T
   h. F
   i. T
   j. T
   k. T
   l. F
   m. T
   n. F

Learning Activity 2. List Organization References

Many organizations in your area may employ cosmetology instructors. In this case, you may ask for a limited number of these organizations in your students' answers. Students' answers should be evaluated on the basis of completeness and accuracy.

Learning Activity 3. Prepare for an Interview

Students' answers will vary. Evaluate their answers on the basis of clarity, meaningfulness, organization, and thoughtfulness.

Learning Activity 4. Check Your Attitude

✓	a.	X	p.
X	b.	X	q.
X	c.	X	r.
X	d.	X	s.
✓	e.	X	t.
X	f.	X	u.
X	g.	✓	v.
✓	h.	✓	w.
✓	i.	X	x.
X	j.	X	y.
X	k.	✓	z.
✓	l.	✓	aa.
X	m.	✓	bb.
X	n.	✓	cc.
✓	o.	✓	dd.

Learning Activity 5. Rate Your Job Needs

Students' answers in this activity will vary. There are no right or wrong answers. The only criteria for evaluation is thoughtfulness on the part of the student.

Learning Activity 1. Writing the Answers

1. **Interviewer:** to gather information about the applicants' work experiences, educational background, and personality characteristics; to inform applicants about your program, school/college, and the field of cosmetology; and to convince applicants of the program's quality and ability to meet their needs.

   Interviewee: to gather information about a program, school/college, and the field of cosmetology; and to make a good impression on the interviewer.

2. d. all of the above

3. writing materials; interviewee's enrollment application; information to tell the interviewee; questions to ask the interviewee; and references for unexpected interviewee questions

4. comfort, privacy

5. requirements, rules, and regulations of your program, school/college, and TCC

6. True

7. True

8. False

9. False

10. True

11. False

12. False

13. True

14. False

15. True

16. True

17. True

18. True

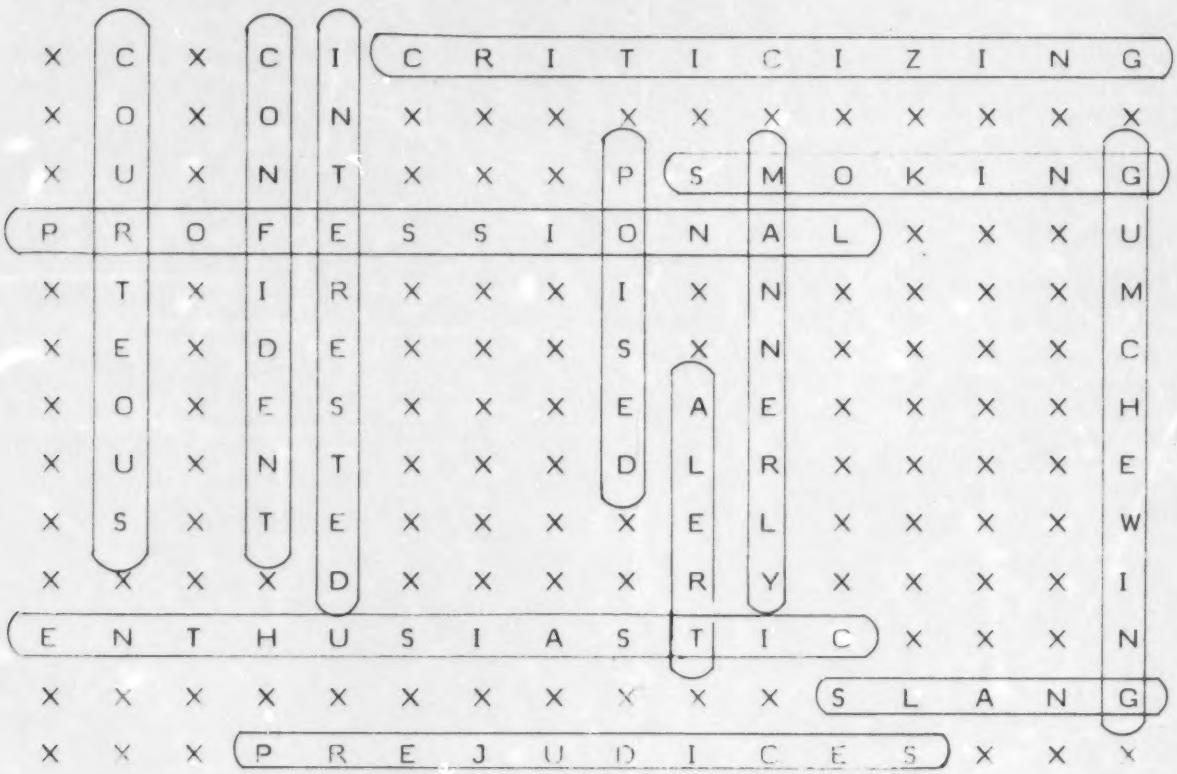
Learning Activity 2. Prepare a Policy Outline

Student answers should explain your program's policies on preenrollment interviews completely and accurately.

Learning Activity 3. Prepare for an Interview

Students' answers will vary. Use the information in this unit as guidelines for evaluation. Part 1 should be evaluated on the basis of accuracy, completeness, and appropriateness. Part 2 should be evaluated on the basis of clarity, relevance, appropriateness, and thoughtfulness.

Learning Activity 4. Puzzle Activity


X C X C I C R I T I C I Z I N G
X O X O N X X X X X X X X X X X
X U X N T X X X P S M O K I N G
P R O F E S S I O N A L X X X U
X T X I R X X X I X N X X X X M
X E X D E X X X S X N X X X X C
X O X E S X X X E A E X X X X H
X U X N T X X X D L R X X X X E
X S X T E X X X X E L X X X X W
X X X X D X X X X R Y X X X X I
E N T H U S I A S T I C X X X N
X X X X X X X X X X X S L A N G
X X X P R E J U D I C E S X X X

HARMFUL	HELPFUL
criticizing	professional
smoking	enthusiastic
slang	courteous
prejudices	confident
gum chewing	interested
	poised
	alert
	mannerly

Answers to Unit Tests

UNIT 1 / RESUMES AND EMPLOYMENT APPLICATIONS

The student's resume, cover letter, and employment application should be evaluated according to the guidelines provided in Unit 1. They should also accurately reflect the student's background and experience.

UNIT 2 / EMPLOYMENT INTERVIEWS

Part I

The student's follow-up letter should be evaluated according to guidelines provided in Unit 2. Both content and care in preparation should be considered.

Part II

1. a. **Interviewee:** to sell yourself, and your abilities, skills, knowledge, and experience; to present self as compatible; to present self as an asset and a good investment; and to gather information about the position, school/college, and the people with whom you would be working.

   b. **Interviewer:** to collect information that is difficult to get through resumes and employment applications; to learn more about the applicant's personal characteristics; to decide if the applicant fits the needs of school/college; to decide whether to offer the applicant a position; to tell the applicant about the position, program, school/college; and to convince the applicant to accept the position.

2. your appearance; collecting materials to take to the interview; and organizing and reviewing information related to the interview

3. a, b, d, e, h, i, l, m, q, and r

4. what I want to do; stepping-stone; permanent/temporary; part-time/full-time; work hours and days; overtime; continuing education; pride in job; compatibility with others; location; physical setting; earnings; raises; benefits; need of job; difficulty of finding job; and other appropriate factors

UNIT 3 / PREENROLLMENT INTERVIEWS

1. a. **Interviewer:** to gather information about applicants' work experiences, educational background, and personality characteristics; to inform applicants about your program, school/college, and the field of cosmetology; and to convince applicants of the program's quality and its ability to meet their needs.

   b. **Interviewee:** to gather information about a program, school/college, and the field of cosmetology; and to make a good impression on the interviewer

2. your appearance; materials and information; and the environment

3. b, c, d, g, i, k, m, p, q, and r

Unit Tests

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for

Resumes and Interviews: A Guide to Cosmetology

TEST / UNIT 1

Resumes and Employment Applications

Part I

Assume that you have completed your cosmetology instructor training. You see an advertisement in the Topton News for a cosmetology instructor position at Topton Community College. The advertisement says to send a resume to Mr. Ray Brown, director of cosmetology, Topton Community College, 214 South Bend Road, Topton, North Carolina 28780. Respond to this advertisement.

Part II

After receiving your response to his advertisement, Mr. Brown sends you the following employment application. You are to complete the application and return it to him. Prepare the employment application, as requested by Mr. Brown.

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN OR PHYSICAL DEFECTS."

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____

NAME _____ (LAST) (FIRST) (MIDDLE)

PRESENT ADDRESS _____ (STREET) (CITY) (STATE) (ZIP)

PERMANENT ADDRESS _____ (STREET) (CITY) (STATE) (ZIP)

PHONE NO. _____ SOCIAL SECURITY NUMBER _____

REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS, OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

Exclude organizations the name or character of which indicates the race, creed, color, or national origin of its members.

(CONTINUED ON OTHER SIDE)

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FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH & YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: Give below the names of two persons not related to you, whom you have known at least one year.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				

PHYSICAL RECORD:

List any physical defects

ARE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS

DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION, INSURANCE, ETC., AND NOT FOR HIRING PURPOSES

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED 1 2 3

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

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TEST / UNIT 2

Employment Interviews

Part I

Assume you have just completed an employment interview with Mr. Ray Brown, director of cosmetology at Topton Community College. The interview was for a position as a cosmetology instructor. The college is located at 214 South Bend Road, Topton, North Carolina 28780. Prepare a follow-up letter to Mr. Brown.

Part II

1. Briefly explain the purpose of employment interviews for—
   a. the interviewee
   b. the interviewer

2. In preparing for an employment interview, you should be concerned with three things: _____, _____, and _____.

3. Circle the letters of phrases that describe appropriate procedures, attitudes, and behaviors in an employment interview:
   a. Use good posture.
   b. Be polite and mannerly.
   c. Avoid asking questions.
   d. Be on time.
   e. Focus on your qualifications for, interest in, and enthusiam about the job.
   f. State your opinions clearly and strongly.
   g. Smoke.
   h. Address the interviewer by name.
   i. Be well-groomed and professionally dressed.
   j. Take a friend.
   k. As interviewee, end the interview.
   l. Act professionally.
   m. Speak clearly, using correct English.
   n. Appear unenthusiastic and disinterested.
   o. Focus on salary, benefits, and your need for a job.
   p. Interviewee takes the lead in asking questions.
   q. Answer questions briefly, clearly, and meaningfully.
   r. Be honest.

4. List 10 job-related factors you should consider when evaluating a job offer.

TEST / UNIT 3

Preenrollment Interviews

1. Briefly explain the purposes of preenrollment interviews for—
   a. the interviewer
   b. the interviewee

2. In preparing for a preenrollment interview, you should be concerned with three areas: _____, _____, and _____.

3. Place a "✓" by the attitudes and behaviors that are appropriate in a preenrollment interview:
   _____ a. Start as close to the scheduled time as is convenient.
   _____ b. Put the interviewee at ease.
   _____ c. Word statements and questions carefully.
   _____ d. Look for ability and maturity.
   _____ e. Take detailed notes during the interview.
   _____ f. Set a formal mood, whether the program is formal or informal.
   _____ g. Be a good listener and observer.
   _____ h. Allow the interviewee to close the interview.
   _____ i. Have professional appearance, attitudes, and behaviors.
   _____ j. Chew gum or smoke if the interviewee does so.
   _____ k. Be courteous, mannerly, confident, and poised.
   _____ l. Use slang that is currently in use.
   _____ m. Be alert, enthusiastic, and interested.
   _____ n. Avoid making eye contact.
   _____ o. Make accurate criticisms of other cosmetology professionals.
   _____ p. Sell cosmetology and your program by explaining their benefits and challenges.
   _____ q. Base judgments and decisions on facts, not personal prejudices.
   _____ r. Promote good public relations.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs of activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.